

2024-2

Grade

1

2024年度第1回よりライティングテストの出題が2題になります。
忘れずに、2つの問題に解答してください。

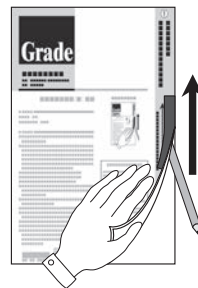
実用英語技能検定

主催：公益財団法人 日本英語検定協会
後援：文部科学省

1 級

2024年10月6日(日) 実施

問題冊子の開け方



試験時間

筆記試験 (100分)

リスニングテスト (約37分)

注意事項

- 合図があるまでシールを破いてはいけません。ミシン目に沿って丁寧に破いてください。問題冊子が破れても交換できません。
- 試験開始まで、この問題冊子を開いてはいけません。
- 解答は、HBの黒鉛筆かシャープペンシルを使用して解答用紙(マークシート)に記入してください。筆記①②③④・リスニングの解答欄は解答用紙のA面(表面)、筆記⑤の解答欄は、解答用紙のB面(裏面)にあります。解答用紙以外に記入した解答は、すべて無効となります。問題冊子にはメモをしてもかまいませんが、後で解答用紙に解答を書き写す時間はありません。
- 問題内容に関する質問は一切受けつけません。
- 不正行為をした場合は、答案は無効となります。
- 他の受験者に迷惑をかける行為を禁じます。
- リスニングテストの準備時間、およびリスニングテスト中に教室外へ出た場合は、その後教室に戻りテストを受けることはできません。
- 携帯電話などは必ず電源を切ってカバンにしまい、絶対に使用しないでください。
- 電子機器(ウェアラブル端末を含む)の使用を禁じます。
- 携帯電話などの着信音・バイブ音、その他試験を妨げる音を発生させた場合は、失格とすることがあります。
- 試験終了後、問題冊子は持ち帰ってください。
- 採点結果等については、一切異議申し立てはできません。
- この試験問題の複製(コピー)を禁じます。また、この試験問題の一部または全部を協会の許可なく他に伝えたり、漏えい(インターネット上に掲載することを含みます)することを禁じます。

英検ウェブサイト上での合否結果閲覧について

一次試験の合否結果閲覧は10/28(月) 12:00から開始となります。(公開開始時間は級別に異なります。)

なお、合否結果の閲覧には「生涯学習アカウント」が必要です。公開当日は閲覧サイトが混雑するため、事前登録をおすすめいたします。※既にお持ちの方は事前登録不要です。

詳細は英検ウェブサイトからご確認ください。

<https://www.eiken.or.jp/eiken/result/lifelong-learner/>



【本会場で受験の方】

合否結果閲覧には、生涯学習アカウントと英検IDとパスワードが必要です。

◆英検IDは本人確認票に記載されています。

◆パスワードは本人確認票に記載されています。ネット申込の方は、申込完了メールにも記載されています。

※本人確認票は二次試験でも使用します。試験後も大切に保管してください。

合図があるまでシールを破いてはいけません

筆記用具などを使って開けてください



A1-10-1058A

英検

後援：文部科学省

Grade 1

→ *Start from the next page.*

1

To complete each item, choose the best word or phrase from among the four choices. Then, on your answer sheet, find the number of the question and mark your answer.

- (1) The new minister of finance says she wants to promote economic growth. She is planning to remove business regulations that she thinks () innovation.
1 hurl **2** berate **3** stifle **4** wield
- (2) Although the dog looked mean, it was, in fact, quite () and rarely even barked at strangers.
1 vulgar **2** docile **3** eclectic **4** frenetic
- (3) Isabelle received two excellent job offers, so she had a difficult time deciding which one to accept. She () for several days before finally deciding.
1 ventilated **2** placated **3** vacillated **4** pulsated
- (4) Recently, a criminal gang has been () money from local shop owners. The criminals reportedly use threats of violence to scare them into paying.
1 upholstering **2** upstaging **3** extinguishing **4** extorting
- (5) The teacher felt there was something () about the boy's excuse for being late, so she telephoned his mother to check. Sure enough, it was a lie.
1 fishy **2** dainty **3** irate **4** doleful
- (6) The economist described the current situation as () to that just before the Wall Street Crash of 1929. He called on the government to act quickly to avoid a similar event.
1 precocious **2** impertinent **3** analogous **4** adverse
- (7) The soldiers () a direct order by attacking the enemy despite being told not to do so. They will be punished for their actions.
1 surmised **2** epitomized **3** ascribed **4** contravened
- (8) A small but powerful engine at the back of the boat () it swiftly through the water.
1 propelled **2** imbued **3** embellished **4** resonated

- (9) Although such judgments are always a matter of opinion, some critics have said the director's newest movie is () the best film ever made.
1 indecently **2** impetuously **3** hospitably **4** arguably
- (10) The election of the new prime minister led to the () of the trade agreement. She canceled it during her first month in office.
1 demise **2** prowess **3** fanfare **4** tenacity
- (11) An () was placed on all trade with the country. As a result, a serious lack of food, fuel, and goods caused great suffering for everyone living there.
1 artillery **2** impulse **3** embargo **4** uprising
- (12) The board appointed Ms. Sanders as an () CEO after the previous one was fired. She will serve until a new one is hired.
1 incoherent **2** insipid **3** innocuous **4** interim
- (13) In the middle of a long and serious team meeting, Marco made a () comment. He liked to use humor to relieve stress and help create a more relaxed environment.
1 facetious **2** somber **3** cramped **4** hulking
- (14) *A:* I'm a little worried about Alexandra. She's been looking very () lately.
B: Oh, she's fine. She has a medical condition that sometimes makes her skin lose its usual color, but it's under control.
1 plumb **2** savvy **3** pallid **4** savory
- (15) The professor made () to his copy of the course textbook. These helped him explain the important points more thoroughly to students.
1 uproars **2** consternations
3 ambushes **4** annotations
- (16) The CEO insisted his company's new technology would not replace human workers, but the fact that it () human labor in terms of efficiency was hard to ignore.
1 elucidated **2** venerated **3** eclipsed **4** stuttered

- (17) Faced with increasing debt and a steady drop in customers, the co-owner of the start-up eventually () to the wishes of the other owners and agreed to sell the company.
1 capitulated **2** stagnated **3** abridged **4** tarnished
- (18) Jorge suffered from () of anxiety as a teenager. These would usually last for an hour or two, but sometimes they would last for days.
1 bastions **2** bouts **3** edicts **4** outings
- (19) When the actor was interviewed, she was always quick to say she () San Francisco. She was proud of her hometown and wanted people to know about her origins.
1 hailed from **2** launched into
3 detracted from **4** roped in
- (20) After many complaints about the quality of the store's goods, an investigation uncovered the store had been () previously used items as brand-new ones.
1 penciling in **2** boxing in **3** stooping to **4** palming off
- (21) *A:* Hey, Iris, I'd like to apply for the position at your company, but I don't think I'm qualified.
B: Don't worry; I'll () you. The boss trusts me, so if he knows I think highly of you, he'll hire you.
1 pine for **2** vouch for **3** dawn on **4** snap at
- (22) Beau tried to () doing his daily chores by pretending to feel unwell, but his mother knew he was lying. She told him to fold the laundry and wash the dishes as usual.
1 stock up on **2** leap out at **3** worm out of **4** belly up to

Read each passage and choose the best word or phrase from among the four choices for each blank. Then, on your answer sheet, find the number of the question and mark your answer.

Misdemeanors

Every year, an estimated thirteen million Americans are charged with misdemeanors, a relatively minor category of crime that includes everything from shoplifting to impaired driving. Sentences for misdemeanors are generally less than one year and sometimes do not require jail time if the person receives probation or a fine, so it is not uncommon for them to be perceived as a mere slap on the wrist. Critics, however, claim that (23). A large percentage of the defendants come from impoverished backgrounds, and hiring an attorney is beyond their means. Therefore, they must rely on free, government-appointed attorneys who may provide inadequate defenses. According to those who want to reform the system, impoverished defendants frequently end up being unjustly convicted because they have been offered more-lenient sentences in exchange for pleading guilty.

Another criticism is that (24). In the American justice system, police are responsible for making arrests, and then prosecutors are the ones who try defendants in court. However, both are given a significant degree of discretion. There is extensive statistical evidence that members of visible minorities are far more likely to be charged with misdemeanors and that their odds of getting the charges dropped are far lower. Another accusation is that local governments are using court fees and fines as a revenue-generating system that is basically a tax on individuals who tend to come from the lower socioeconomic levels of society.

Misdemeanor convictions have tremendous consequences, preventing people from finding employment, affecting their immigration status, depriving them of access to public housing, and causing them to fall into debt. Many critics argue that excessive prosecution of misdemeanors (25) the criminal justice system. Loitering and trespassing, for example, are victimless crimes that often lead to the arrests of homeless people or youths from disadvantaged households. Similarly, disorderly conduct is a charge applied for things like public intoxication or excessive noise that turns what critics say is relatively normal—although disruptive—behavior into a crime. All too often, misdemeanors confer the state with the authority to interfere with someone's liberty not because the individual is endangering society but because the person's actions are perceived as contrary to social norms.

- (23) 1 sentences should be more severe
 2 many such crimes go unreported
 3 innocent people are often punished
 4 jail time is actually worse
- (24) 1 laws are not always enforced consistently
 2 police sometimes misunderstand laws
 3 most guilty people are able to avoid charges
 4 police and prosecutors have different goals
- (25) 1 ignores an important principle of 2 reflects a tendency to overuse
 3 creates a surprising problem for 4 causes fewer people to fear

Climate Shadow

In recent decades, “carbon footprint” has become the de facto framework for determining an individual’s responsibility for climate change. The term refers to the amount of CO₂ and other greenhouse gases emitted as a result of things like production processes or other human activities. Online calculators enable individuals to easily assess their personal contribution to global warming by entering details such as their method of daily commute and the quantity of red meat they consume. The framework, however, fails to consider the fact that individuals often exert little control over such decisions, which could be the result of everything from policies enforced by landlords to the dietary limitations inherent in residing in a particular region. In other words, a large carbon footprint (26).

Journalist Emma Pattee notes that, ironically, the concept of holding individuals responsible for exacerbating climate change was popularized by a major oil company in an early-2000s advertising campaign. Pattee is one of many commentators who note that the framework diverts blame away from the fossil fuel industry; accordingly, it neglects the root causes of the climate crisis. In 2020, carbon emissions dropped as lockdowns limited air travel and other emissions-heavy activities, yet the fossil fuel industry conducted business as usual, and the drop in emissions had little effect on the overall concentration of CO₂ in the atmosphere. In fact, research shows that as long as fossil fuels are the cornerstone of energy supply, even the most basic of lifestyles will inevitably produce a sizeable carbon footprint. The current framework (27).

Pattee has proposed a new model for conceptualizing climate responsibility: “climate shadow.” Unlike a carbon footprint, a “shadow” indicates a positive impact. Essentially, a person’s climate shadow is a comprehensive tally that includes not only easily quantifiable factors, such as how much they travel on airplanes, but also broader choices, such as which political candidates they support. It also emphasizes the (28). This is embodied in a category that Pattee has labeled “attention,” or the time and effort one puts into addressing the climate crisis. Engaging friends in climate-related discussions will render a larger climate shadow, for instance, than simply using less electricity. As Pattee points out, dismantling the fossil-fuel-driven energy system requires collective efforts.

- (26) 1 could be due to a lack of choices 2 can be difficult to notice
 3 is relatively easy to change 4 was once seen as a positive thing
- (27) 1 has been rejected by the fossil fuel industry
 2 does not attempt to hold individuals responsible
 3 solves this problem to a large degree
 4 fails to take into account such systemic issues
- (28) 1 reason politicians ignore the issue
 2 need to carefully track carbon footprints
 3 ways the fossil fuel industry can help
 4 importance of inspiring others

Read each passage and choose the best answer from among the four choices for each question. Then, on your answer sheet, find the number of the question and mark your answer.

Cairo's Informal Settlements

The 1950s were a time of social and political upheaval in Egypt. The revolution that occurred in 1952 ushered in large-scale agrarian reforms and industrialization initiatives meant to bolster the economy and narrow class divisions. Land was taken from the upper class and redistributed, though it ended up mostly in the hands of army officers and the newly established middle class. The focus on industrial development projects, meanwhile, meant that, for financially disadvantaged people, the allure of owning farmland in rural areas was trumped by the promise of a better life in urban centers. In response to the ensuing surge in urban population growth in Cairo, the new government embarked on an initiative to finance and construct low-cost public housing in the city. However, these efforts fizzled out in the mid-1960s as budget allocation became heavily skewed toward military spending, leading low-cost housing demand to greatly exceed supply. Moreover, strict rent-control laws enacted by the new government had severely decreased economic incentives for building rental properties and investing in the rental market in general, leaving poorer residents with ever-dwindling options. Consequently, informal housing settlements began to be erected around the city, mostly on plots of privately owned land formerly used for agriculture. The construction and development of these settlements were carried out without government planning or approval.

As developers in the formal housing market focused on building exclusive communities for the elite throughout the following decades, informal settlements became the sole recourse for much of the city's growing population; today, they house over half of Cairo's residents. Throughout the settlements' existence, however, they have been the target of government criticism. In the 1970s, for example, a campaign to promote tourism and foreign investment resulted in the settlements being portrayed as obstacles to modernization and hotbeds of crime. According to some commentators, such rhetoric was driven by the desire to demolish the settlements to make room for profitable private-sector developments. On the whole, however, the government has adopted a *laissez-faire* stance toward informal settlements, allowing for their expansive growth—a situation many scholars attribute to the fact that they relieve the state of the burden of low-cost housing provision. Some have also speculated the settlements make a convenient scapegoat for the city's social problems.

In reality, however, Cairo's informal settlements present a more nuanced picture than that traditionally portrayed by the government. Despite their image as enclaves of poverty, the settlements are now occupied by a broad range of socioeconomic groups, who are enticed by their affordability and proximity to service and business hubs, as many of the settlements are centrally located. The general lack of open public spaces in the settlements' buildings means rooftops and surrounding streets become havens for socializing, leading to strong community bonds and feelings of security among residents. In fact, some researchers who study the settlements suggest this phenomenon offers valuable lessons for architects and urban planners. In any case, scholars generally agree the settlements represent a remarkably successful effort by financially disadvantaged city dwellers to compensate for the failure of both the government and the private sector to meet a basic need.

(29) According to the author of the passage, what was one result of the social reforms undertaken in Egypt in the 1950s?

- 1 The emphasis on industrialization meant the financial opportunities offered by urban environments overshadowed the appeal of rural land ownership for poorer people.
- 2 An increasingly strong military and investment by wealthy members of society resulted in increased stability in the public housing market.
- 3 Rent-control laws put in place after the revolution enabled more poorer people to afford accommodation, triggering a boom in government-sponsored housing construction.
- 4 An increase in workers who migrated to Cairo only for short-term work led to many rental properties in the city being abandoned and seized by the government.

(30) What do many scholars believe with regard to the government's approach to Cairo's informal settlements?

- 1 The settlements' expansion has done so much damage to the city's economy that the government has had no choice but to take continuous aggressive action to limit it.
- 2 The government realizes that the settlements provide a solution to an important issue that it would otherwise have to address by itself.
- 3 The government expresses support for the settlements because they indirectly encourage foreign investment in profitable private real-estate developments.
- 4 The criticism the settlements receive from the government stems from concerns about public health and safety rather than from concerns about the economy.

(31) According to some researchers, how can Cairo's informal settlements help architects and urban planners?

- 1 By providing a model that illustrates the harm done to poorer residents when wealthier people begin moving into their housing communities.
- 2 By showing that when buildings are too isolated from their surroundings, the poorest residents are the most negatively affected.
- 3 By showing that people who live in buildings located far from a city's center can still easily take advantage of the city's cultural offerings.
- 4 By providing insights into how to design environments that promote positive social interactions and community building.

Negotiating Peace in Paris

In 1782, American diplomats sat down with their European counterparts in an attempt to conclude a treaty that would bring an end to the American Revolution. Some five years of armed hostilities had culminated the previous year in a crushing British defeat at the Siege of Yorktown, finally forcing British politicians to the reluctant conclusion that a military victory had slipped from their grasp. Now, however, it was time to see who would win the peace.

As the American and British diplomats faced off in Paris, the stakes could not have been higher, and the American colonies' fate was highly precarious. Britain's initial position was that it was willing to remove the so-called Intolerable Acts, which had helped to spark the conflict through measures like the restriction of democratic institutions and an increase in the British military presence in the colo-

nies. Sovereignty for the thirteen colonies, though, was not on the table. However, changes of prime ministers due to the failings of one and the sudden death of another resulted in Britain becoming far more open to major concessions. Britain had a strong sense of urgency due to the fact that it was simultaneously engaged in hostilities with the American colonies, France, Spain, and the Netherlands.

According to one school of historical thought, the British prime minister, Lord Shelburne, had the foresight to see America's potential as a lucrative trading partner. Yet some point out that Shelburne could also be deceptive, and according to another school, he was scheming to utilize the prospect of independence to entice the Americans into making imprudent concessions in other portions of the treaty. In fact, the colonial negotiators needed to exercise caution

not only in their dealings with Britain but with their allies as well. They were entangled in a complicated alliance with France and Spain, and they were particularly indebted to France for the naval power, arms, and financial support that had been crucial in getting them to the negotiating table in the first place. In fact, the victory at Yorktown would not have been possible had the French navy not prevented the British navy from breaking the siege. Now, though, France sought to impose severe diplomatic constraints on the American negotiators, endeavoring to dictate the terms of the peace.

Further complicating the situation were instructions from the Continental Congress, a body composed of representatives of the colonies, that the diplomats should acquiesce to French instructions. The Congress, however, was unaware that France

(32) Some historians have the opinion that during the peace negotiations, Lord Shelburne

- 1 deeply regretted that the war had occurred because of the Intolerable Acts that Britain had passed in the years leading up to it.
- 2 intended to offer independence to the colonies, at least partly because he thought that Britain could gain other advantages by doing so.
- 3 was worried that Britain would have to fight one of the colonies' allies if Britain failed to give in to the colonies' demand for independence.
- 4 felt pressure that he might be removed from his role as prime minister if he failed to take a softer stance in regard to the colonies.

(33) Which of the following statements best describes the thirteen colonies' relationship with France in 1782?

- 1 The colonies were in a difficult position because they faced pressure from France to make a deal that would be unfavorable to them.
- 2 Although cooperation between the Continental Congress and the French government was essential, France deeply misunderstood the colonies' military situation.
- 3 The colonies were afraid that if they lost France's military support, it would lead to serious problems with Spain.
- 4 While they agreed about what the new nation's boundaries should be, they disagreed over how to go about negotiating them.

appeared to be engaged in a ploy to obstruct the American colonies from gaining a dominant position in North America. To this end, France was stipulating that when the United States came into existence, its borders should be those of the original colonies rather than including a vast territory west of the Appalachian Mountains, whose acquisition was seen as indispensable by the colonies and which would more than double the new nation's territory.

The American diplomats, who included Benjamin Franklin and future president John Adams, were cut off from the colonies they were representing by an entire ocean during an age when sending a simple message could take months. Resentful at being treated as a pawn by the French, particularly after they discovered a French plot to enter into clandestine negotiations with the British, the Americans

came to the conclusion that they needed to take matters into their own hands.

The diplomats, however, faced significant obstacles. First and foremost, the thirteen colonies were little more than a loose confederation with the mutual interest of independence. Since the treaty they were negotiating would not necessarily be binding on the independent colonies and they were blatantly defying their instructions to be subservient to French wishes, the diplomats needed to bluff on occasion. Should the British have discovered this, it could easily have scuttled the negotiations.

Even after the matter of independence was agreed upon, talks stalled over compensation for the loyal British subjects who had fought on the British side and on the issue of the new nation's western boundary. So serious was the impasse that negotiations were nearly aban-

doned. Eventually, however, the skill of the American negotiators led to major British concessions in both of these areas.

In the end, a deal was hatched in which full independence was granted to the colonies, compensation claims could be made only to individual states, and vast territories on the other side of the Appalachians were ceded to the new nation. It was signed in September 1783.

The complicated strategic maneuvers and multiple twists of fate involved in the achievement of American independence, however, demonstrate the wisdom of the words of the historian Carl R. Trueman, who wrote that “. . . we cannot and should not write history as if it is simply a case of identifying the inevitable phases of a society as it moves toward a predetermined goal.”

(34) What is one difficulty that the American diplomats faced during the negotiations?

- 1** They felt that it was more important for them to do what the French wanted than to obey their instructions from the Continental Congress.
- 2** They needed to think about how the decisions that they made during the negotiations would affect their political reputations at home.
- 3** They were fully aware that the issue of the colonies' western boundaries was actually more important than achieving independence.
- 4** They needed to conceal the fact that there was uncertainty about whether their decisions would be accepted back in the colonies.

(35) Which of the following statements would the author of the passage be most likely to agree with?

- 1** The peace negotiations were so complicated that it is unlikely that historians will ever know exactly what the British and colonial goals really were.
- 2** The length of both the war and the negotiations show that diplomatic strategies and goals can be more important than military ones.
- 3** It would be a mistake to assume that after their military victory in 1781, the colonies were certain to achieve their goal of independence.
- 4** Historians should be careful not to focus on the initial goals of negotiations because they sometimes change as the talks continue.

English Summary

The writing section consists of two tasks (4 and 5). Please remember to complete both tasks. Write your summary in answer box 4 English Summary on Side A of your answer sheet.

- Read the article below and summarize it in your own words as far as possible in English.
- Suggested length: 90–110 words
- Write your summary in the space provided on Side A of your answer sheet. Any writing outside the space will not be graded.

In developing countries such as India, cars were once considered luxuries that only the affluent could afford. Due to rapid economic growth in such countries, however, this is no longer the case. With increased wealth comes an increased demand for mobility, and owning a car is becoming the norm. Studies suggest the total number of cars on roads worldwide is likely to nearly double over the next two decades. Additionally, in most developed countries, the number of car owners is thought to have peaked, but as prosperity has risen, sport utility vehicles have gained popularity. These cars are big and heavy, which inevitably leads to poorer fuel efficiency. As a consequence of these factors combined, usage of gasoline and diesel continues to rise worldwide.

Many environmentalists are alarmed by this trend. Gasoline and diesel are fossil fuels and are therefore finite resources. Given how dependent modern society is on cars, there could be serious problems when these resources run out. Furthermore, burning these fuels produces CO₂, and research indicates that cars and other road vehicles are responsible for around 15 percent of the world's total CO₂ emissions. It is clear that climate change cannot be addressed without addressing transportation.

Scientists have come up with a potential means of resolving these concerns. They have developed a process for producing fuel from animal and plant waste. The process involves a type of bacteria that breaks down the waste and produces biogas containing methane. This can then be purified to use as biofuel for vehicles that does not increase atmospheric CO₂ levels. However, there is an issue with the biofuel-production process. Technological advances in the field have been slow, and the process is not yet efficient enough to make the large-scale use of biofuel for transportation realistic. This has discouraged many governments from allocating funding for biofuel-production facilities.

→ *Continue to the next page.*

The writing section consists of two tasks. Please remember to complete both tasks.

MEMO

5

English Composition

The writing section consists of two tasks (4 and 5). Please remember to complete both tasks.
Write your essay in answer box 5 English Composition on Side B of your answer sheet.

- Write an essay on the given TOPIC.
- Give **THREE** reasons to support your answer.
- Structure: introduction, main body, and conclusion
- Suggested length: 200–240 words
- Write your essay in the space provided on Side B of your answer sheet.
Any writing outside the space will not be graded.

TOPIC

Are free trade agreements with other countries the best way to promote economic growth?

MEMO

Listening Test

There are four parts to this listening test.

Part 1	Dialogues: 1 question each	Multiple-choice
Part 2	Passages: 2 questions each	Multiple-choice
Part 3	Real-Life: 1 question each	Multiple-choice
Part 4	Interview: 2 questions	Multiple-choice

※ Listen carefully to the instructions.

Part 1

- No. 1*
- 1 Repair his briefcase's strap.
 - 2 Sell him a strap for his briefcase.
 - 3 Make him a new briefcase.
 - 4 Remove a stain from his briefcase.
- No. 2*
- 1 Begin designing the T-shirts.
 - 2 Increase the company's stock.
 - 3 Explain his opinion in writing.
 - 4 Redesign the company's logo.
- No. 3*
- 1 She will look for another job.
 - 2 She will complain to the owner.
 - 3 She will speak to Terrence.
 - 4 She will start playing golf.
- No. 4*
- 1 Negotiate a different price.
 - 2 Send formal invitations for the event.
 - 3 Search for a different venue.
 - 4 Check the size of the hall.

- No. 5*
- 1** The trees did not need to be trimmed.
 - 2** Hiring neighbors can be risky.
 - 3** The young man was dishonest.
 - 4** Using a contractor is expensive.
- No. 6*
- 1** How much publicity their event got.
 - 2** How much work the project required.
 - 3** How many people opposed the project.
 - 4** How costly some building materials were.
- No. 7*
- 1** They have a plan for improving productivity.
 - 2** They want to hire more workers.
 - 3** They do not care very much about the workers.
 - 4** They do not understand the air-conditioning system.
- No. 8*
- 1** They are harder to remove than raccoons.
 - 2** Their activities can be beneficial for the soil.
 - 3** Pest control companies do not like to remove them.
 - 4** They are more destructive than raccoons.
- No. 9*
- 1** Laws cannot effectively regulate the Internet.
 - 2** Censorship can be justified in some cases.
 - 3** The Internet contains a lot of false information.
 - 4** Censorship is sometimes misused by governments.
- No. 10*
- 1** The reason she is not the play's star.
 - 2** The importance of having her lines memorized.
 - 3** Her relationships with other actors.
 - 4** Ways to relax before a performance begins.

Listening Test

Part 2

- (A) *No. 11*
- 1 They have a negative effect on salaries.
 - 2 They actually lead to more competition.
 - 3 They cause many workers to quit their jobs.
 - 4 They are not legal in many cases.

- No. 12*
- 1 Encouraging companies to cooperate more.
 - 2 Changing the way that employees are trained.
 - 3 Making new laws regarding competition.
 - 4 Creating agreements that are more specific.

-
- (B) *No. 13*
- 1 She misunderstood the nature of plants' genetic composition.
 - 2 She should not have accepted the US scholarship.
 - 3 She was not fully recognized for the work she accomplished.
 - 4 She should have visited Indonesia to study sugarcane hybrids.

- No. 14*
- 1 She wanted to work with other female scientists.
 - 2 She felt the ongoing destruction of forests was dangerous.
 - 3 She saw that food production rates were falling.
 - 4 She discovered a way to preserve the genes of plants.

- (C)** *No. 15*
- 1** It has not focused enough on eliminating waste.
 - 2** It includes taking direct measures to restore ecosystems.
 - 3** It has rarely been utilized in the creative sector.
 - 4** It might be insufficient to address climate change.

- No. 16*
- 1** It is most beneficial when used in large projects.
 - 2** Its success depends on broad collaboration.
 - 3** Its value has been overestimated in some places.
 - 4** It often requires less funding than people think.

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- (D)** *No. 17*
- 1** The reason kings and queens hired them is unknown.
 - 2** Their opinions were generally ignored.
 - 3** They were stopped from entering royal courts.
 - 4** Their role was more complex than many people think.

- No. 18*
- 1** Jesters were disliked by most people.
 - 2** Jesters often worked for several masters.
 - 3** Jesters had to face significant danger.
 - 4** Jesters were poorly paid for what they did.

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- (E)** *No. 19*
- 1** Weakness in space affecting other parts of the military.
 - 2** The amount of money required to create it.
 - 3** Satellites being developed by other countries.
 - 4** Rivalry with other branches of the armed services.

- No. 20*
- 1** It makes defensive weapons useless.
 - 2** It is the result of older conflicts on Earth.
 - 3** It was caused by a lack of scientific research.
 - 4** It could lead to more weapons in space.

Listening Test

Part 3

(F) No. 21

Situation: Your recent flight was delayed by seven hours, and an airline staff member gave you a coupon for \$400 off your next flight. You want as much compensation as possible. A travel agent gives you advice.

Question: What should you do first?

- 1** Call the airline.
- 2** Apply for money online.
- 3** Use the code on your coupon.
- 4** Contact the government agency.

(G) No. 22

Situation: You will compete in your school's sports festival. You are on the Blue Team, and you have already signed the event poster. You hear the following announcement at the end of the school day.

Question: Where should you go first?

- 1** To the main gym.
- 2** To room 204.
- 3** To the dance studio.
- 4** To the entrance hall.

(H) No. 23

Situation: You are an accountant who has been working at the same company for twenty-five years. Recently, you have been considering moving abroad and opening a guesthouse. You attend a staff meeting called by the president.

Question: What should you do first?

- 1 E-mail the president to discuss your situation.
- 2 Contact human resources to arrange a meeting.
- 3 Meet with your department manager after the meeting.
- 4 Wait to hear from the human resources manager.

(I) No. 24

Situation: You contact a company about its video streaming services. You love documentaries and European films, and you want anime and educational content for your young children. You hear a recorded message.

Question: Which two services should you sign up for?

- 1 PearView and Flixtime.
- 2 Flixtime and DriveStar.
- 3 Nile Plus and PearView.
- 4 DriveStar and Nile Plus.

(J) No. 25

Situation: You plan to take your family camping. You want a campervan site with electricity, and you will take your dog. You call a campground and are told the following.

Question: Which area should you choose?

- 1 The Woodland area.
- 2 The Lakeside area.
- 3 The Meadow area.
- 4 The Riverside area.

Listening Test

Part 4

- No. 26**
- 1 Local citizens sometimes complain that such tours are disruptive.
 - 2 Some participants resent those who question the tour guide's knowledge.
 - 3 Finding ways to ensure that most participants feel satisfied once a tour ends.
 - 4 Expressing important historical information in the limited time available.
- No. 27**
- 1 The local guide federation offered him special financial support.
 - 2 He enjoys the pressure of having to be up-to-date with his knowledge.
 - 3 Tour specialization was the only way for him to earn a decent living.
 - 4 He feels he can be a better ambassador for the country he is working in.

MEMO

■一次試験の結果について■

1) 英検ウェブサイトでの解答速報 (<https://www.eiken.or.jp>) 10月7日 13:00以降

2) 結果通知方法

◆個人申込の場合

一次個人成績表に可否結果を記載して、11月5日までに送付します（合格の場合は、一次個人成績表の右上部分が二次受験票になります）。未着の場合は11月5日以降に英検サービスセンター03(3266)8311（平日9:30～17:00）までお問い合わせください（お問い合わせの際には個人番号もお知らせください）。

◆団体申込の場合

一次個人成績表は11月5日までに申込責任者あてに送付します（個人あてには送付しません）。

11月6日までに二次受験票を受け取っていない場合は、申込責任者へお問い合わせください。

■二次試験について（一次試験合格者のみ）■ ※試験日程は必ずご自身で事前にご確認ください。

1) 試験日 A日程：11月10日（日） B日程：11月17日（日）

- ・二次試験の受験日は、A日程・B日程のうち、申込方法・希望受験地等に基づき協会が指定します。試験日・受験会場・集合時間は二次受験票（一次個人成績表の右上部分）で通知します。これを切り離して受験会場にお持ちください。
- ・いかなる場合も二次受験票で指定された試験日・受験会場・集合時間での受験となり、変更はできません。
- ・日程区分については、英検ウェブサイトをご確認ください。
- ・ダブル受験（隣接した2つの級を一緒に受験）の場合、それぞれの級について二次受験票に記載の日程での受験となり、級により異なる日程での受験となる場合があります。
- ・年齢は申込時に申請した生年月日に基づいて算出します（一次試験の答案に異なる生年月日を記入されても反映されません）。
- ・申込情報に不備がある場合、協会が指定した日時での受験となり、英検ウェブサイトのとおりの日程とならない場合があります。
- ・一部特別会場（海外・離島等）、障がい等のある方に関する受験上の配慮にて受験する場合はA日程です。

2) 受験地（14の受験地から選べます）

- ・解答用紙（A面）「二次希望受験地」の中から選び、マークしてください。